

Helmingham Community Primary School PE Policy

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Helmingham Community Primary School

Physical Education Policy

PE Vision statement

At Helmingham Community Primary School, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

The physical education curriculum at Helmingham Community Primary School, aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

6 March 2015

Objectives

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide *all* pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- To provide opportunities, within the school (intra) and between schools (inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.

- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

Curriculum

Long, medium and short term planning embraces the National Curriculum and uses the Suffolk Planning File – 'Physical Education Key Stages 1 and 2; Learning and Teaching Resource', TOPS Cards, The Competent Mover; Fundamental Movement Skills plus other specific sport learning resources such as Howzat, Key Steps Gymnastics and Elevating Athletics to support lesson planning. These plans can be found on the staff shared drive and on the book shelves in the staff room. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles, such as leader, umpire, coach etc

All children participate in two lessons a week.

The Foundation Stage

The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Extra-Curricular

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from PE and Sport opportunities provided within the High Suffolk Cluster; these include competitions and tournaments which are open to a large number of pupils. External coaches also provide PE and Sport lunch-time and after-school activities and pupils are actively encouraged by supervisory staff to be physically active. When appropriate, parents and children are sign-posted to local sports clubs and leisure centres.

Participation and success is celebrated in assemblies.

Teaching, Learning and Planning.

Lessons are planned within the context of an enjoyable and evaluative learning environment. The lessons have learning objectives, success criteria, coaching tips, health and safety considerations, resources and ideas for differentiation and assessment. They enable the children to be as active as possible and make suggestions for warm-ups and cool-downs, skill and concept development, drills, games to promote a

competitive approach, and questions along the lines of thinking me, social me, physical me and healthy me (TOPS Cards; Matalan; Youth Sports Trust).

To ensure a broad coverage of PE and progression in PE skills and concepts throughout a child's time at Helmingham, the school has developed a series of Medium Term Plans, Short Term Plans and associated resources which are placed on the staff shared drive. These plans draw on a variety of teaching styles, including visual, auditory and kinaesthetic approaches and challenge pupils to become independent learners, creative thinkers, reflective learners, team workers, self-managers and effective participators. It is expected that these plans provide support and progression, however, it is also expected that each teacher would consider the lesson within the context of their class and make the necessary amendments.

The Long Term Plan takes into consideration the teaching phases at Helmingham, to ensure full coverage. The teachers are asked to keep a note of the units covered so that this information can be passed to the children's next teacher and PE Leader to prevent omission or repetition. The form is on the shared drive.

Differentiation

Planning for differentiation is based on the **STEP** principal (making changes to the **s**pace, the **t**ask or **t**ime, **e**quipment and **p**ople). Flexibility in outcome is also allowed for - encouraging the pupils to compare their own improvements and setting their own targets. As well, the children are taught to consider what they themselves might need to do to simplify or challenge and so initiate their own differentiation. In addition, the school Medium Term Plans outline in detail the outcomes for each year, for each unit, therefore enabling appropriate planning and the short term plans differentiate the Learning Objectives for each year.

Equality, Diversity and Accessibility

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Assessment and Recording

The Schools PE Medium Term Plans and the Suffolk PE Plans set a challenge or core task which on completing, the pupils are assessed against, either as emerging stars, rising stars or bright stars (below, at or above). However, a section in the Short Term Planning outlines how the teacher can assess during each lesson, which maybe via what to observe, questions to ask or suggesting videoing the children's work. (This also enables the children to self-assess). Notes can be recorded on the lesson plans, informing the following weeks planning, and the overall judgement at the end of a unit. Every teacher makes an annual assessment of each child – at, above or below - and this is used to inform parents and the child's next teacher. The teacher may also make specific reference regarding attainment or progression in their general comments to parents.

Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Head Teacher, using the following strategies:

- Observation of teaching and learning

- Tracking and assessing pupil progress and achievement taking into account specific groups, including special educational needs and pupil premium children
- Obtaining views of pupils, staff and parents
- Analysis of fitness testing results
- Analysis of records of club attendance

Health and Safety

The aim at Helmingham is to manage risks in accordance with the guidelines in the 'Safe Practice in Physical Education & School Sport' (afPE 2012) and the PE Subject Leader will report any concerns to the school's Health and Safety Officer. Also, all staff have a duty of care to ensure that pupils can actively participate without endangering themselves or those working around them. Every teacher has procedures in place before the PE lesson to ensure the following is adhered to.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk.

Risk assessments exist for the school environment and attending swimming and a risk assessment is completed by the PE Subject Leader for pupils attending an off-site sporting event.

PE Equipment

Any damage to PE equipment is reported to the PE Leader as soon as possible and if the damage could cause injury the equipment is isolated from use. The school employs an external contractor to undertake an annual equipment maintenance visit.

PE Clothing

The children have a PE uniform as detailed in the school prospectus. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons.

Gymnastics and dance are performed in bare feet. If a pupil has an injury to a foot, a letter should be sent in by a parent or carer to request permission to wear plimsolls. These light weight shoes are preferred to trainers for these units, especially when partaking in partner or group work.

Pupils may be asked to wear footwear if the hall floor becomes unsafe for bare feet and if games has to be moved indoors due to inclement weather. In this case, trainers would be permitted.

Hair

All long hair is tied back for PE lessons. There are spare bands in school to enable access to the lessons for those who forget.

Jewellery and personal effects

All jewellery, (including earrings) religious artefacts, watches and sensory aids are removed before participating in a PE lesson.

Clear expectations have been established with all children and parents about the removal of jewellery and management of the removal. So for example, parents are encouraged to ensure their children come to school without earrings when taking part in any PE activity and are actively encouraged to have piercings at the beginning of a summer holiday.

If personal effects cannot be removed, the teacher takes action to try to make the situation safe. In some situations this may require adapting the activity in some way or taping over the item. This may offer some protection if the pupil is working in their own space and the teacher continually monitors the situation, but it is not acceptable when swimming, where water can dislodge the tape.

Staff

Staff wear appropriate PE clothing, tie hair back and remove jewellery when teaching PE and Sport lessons.

Verrucas

When swimming a verruca sock must be worn.

Non-Participation

In the event of a child not able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Resources

An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Action is taken where necessary. Staff and pupils are encouraged to look after resources by using the equipment correctly and ensuring that the resources are returned and stored in the right place and tidily. Also, the pupils are taught to carry and handle resources safely.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

The Sports Premium

The Sports Premium is used to support all of Helmingham's PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future. The expenditure is posted annually on the school's website, a report is also made annually to the school's Governors and its impact is measured as described above.

May 2015

